

Assessment	<p>"Hearing and Recording Sounds in Words," a subtest in Marie Clay's <i>Observation Survey</i></p> <p><i>Oír y anotar los sonidos en las palabras - Tarea de dictado</i>, una de las pruebas del <i>Instrumento de observación</i> de Marie Clay</p>
Edition	<p>For a detailed description of the assessment in English, see Clay, Marie. "Hearing and Recording Sounds in words" in <u>An Observation Survey</u>. 2nd ed. Portsmouth, NH: Heinemann, 2002. 111-120.</p> <p>For a detailed description of the assessment in Spanish, see Clay, Marie. <i>Oír y anotar los sonidos en las palabras - Tarea de dictado</i>, del <u>Instrumento de observación de los logros de la lecto-escritura inicial</u>. Portsmouth, NH: Heinemann, 1996. 94-100.</p>
Materials	<ol style="list-style-type: none"> 1. Pencil 2. "Hearing and Recording Sounds in Words Observation Sheet"/ <i>Hoja de observacion del dictado</i> (1 per child) English - p. 118; Spanish - p. 100 3. Alternative Sentences for "Hearing and Recording sounds in Words with Scoring Standards" / <i>Hoja de resultados sobre el dictado</i> (1 per student being tested) English - p. 115; Spanish - p. 97. <ul style="list-style-type: none"> • In English, use Form A for kindergarteners and Form D for first graders. • In Spanish, use Form A for kindergartners and Form B for first graders. • In Portuguese, use Form A for kindergarteners and Form B for first graders. • To avoid a "practice effect," it is recommended that an alternative form be used for subsequent reassessment.
Purpose	<p>The purpose of this assessment is to assess a child's ability to represent phonemes (sounds) with letters. This assessment requires students to listen to the sounds in words in sequence and then use letters to represent the individual sounds within the words.</p>
Who should administer?	<p>Teacher who has received training in administering this assessment</p>

Assessment Fact Sheet: Hearing & Recording Sounds in Words (HRSIW)

When should it be administered?	Kindergarten: by June 8 Grade 1: Fall - by Nov. 4 Winter - by Feb. 10 Spring - by June 8
Testing context	Individually by a teacher who has received training in administering this assessment
Time?	5-10 minutes per child
Administration	Use only the attached scripts for administration of this assessment in the target language. Student responses MUST be recorded in the form provided - p. 115 in English and p. 97 in Spanish.
Scoring	See attached guidelines.
Helpful Resources	Clay, Marie. <u>An Observation Survey</u> . 2 nd ed. Portsmouth, NH: Heinemann, 2002. 111-120. Clay, Marie. <u>Instrumento de observación de los logros de la lecto-escritura inicial</u> . Portsmouth, NH: Heinemann, 1996. 94-100.

Determining Proficiency

Grade	Time of Year	Benchmark		
		English	Portuguese	Spanish
Kindergarten	Spring	25/37	26/38	27/39
First grade	Fall	25/37	26/38	27/39
	Winter	31/37	32/38	33/39
	Spring	36/37	37/38	38/39

English Language Hearing and Recording Sounds and Words: Administration & Scoring

I. Administration (see pp. 113-114 in An Observation Survey, 2002)

Say to the child:

I am going to read you a story. When I have read it through once I will read it again very slowly so that you can write down the words in the story.

Read the test sentence to the child at normal speed. Then say:

Some of the words are hard. Say them slowly and think how you can write them.

Start writing the words now.

Dictate slowly, word by word. When the child comes to a problem word say:

You say it slowly. How would you start to write it?

What can you hear?

Then add:

What else can you hear?

If the child cannot complete the word say:

We'll leave that word. The next one is . . .

You may point to where to write the next word, if this helps the child. Support the child with the aforementioned comments throughout to keep the child working at the task.

Record the sentence

- Use the form on p. 118 for recording.
- Write the text below the child's version after the task is finished.

hm skol b

him school big

II. Scoring

- Check with the scoring standard for the form you selected (see p. 115).
- Score 1 point for each phoneme the child has analyzed and recorded that is numbered 1 to 37 on the examples, and record the total out of 37 on the form.
- **Additions and omissions of letters produced in an unusual order**

If a letter does not have a number underneath it in the scoring standards on p. 115, then it receives no score (even if a preceding letter has been omitted). Additions do not affect scoring as long as numbered letters are included.

<u>tody</u>	Score 3	<u>todae</u>	Score 4
today		today	

- **Capital letters**

Capital letters are acceptable substitutions for lower-case letters and vice versa.

- **Substitutions**

In general, substitute letters are acceptable if, in English, the sound is sometimes recorded in that way. Consonant sounds that count as correct are those like 'k' and 'c', and 's' and 'c':

<u>skool</u>	<u>tace</u>	<u>cee</u>	<u>c</u>
school	take	see	see

Vowel substitutions that count as correct are:

<u>cum</u>	<u>cuming</u>	<u>caming</u>	<u>bak</u>	<u>bas</u>
come	coming	coming	bake	bus

because the indefinite article 'a' is a word pronounced like the 'u' in 'bus.'

Children may even replace one vowel with a letter that represents a vowel made in a neighboring area of the mouth. No credit is given for using 'a' for 'e.'

<u>vare</u>	Score 3
very	

- **Changes in letter order**

Where the child has made a change in letter order, subtract one point for that word.

<u>ma</u>	$2 - 1 = 1$	<u>gonig</u>	$5 - 1 = 4$
am		going	

- **Reversed letters**

Reversed letters are not correct if they could represent a different letter. If the letter used never makes the sound(s) being recorded, the substitutions used count as errors:

<u>dig</u>	<u>bog</u>
big	dog

- **Special problems**

- In Form A: Only score the word 'to' once; either in 'today' or in 'to.'
- In Form B: The final phoneme in 'has' is /z/: credit either 's' or 'z.'
- In Form C: There are only two phonemes to score in 'see.'
- In any form: 'th' and 'sh' score 1 for both letters and 0 for only one letter.

- **Making notes on other observations**

The observer should also note any of the following during the administration:

- sequencing errors
- omission of sounds
- unusual use of space on the page
- unusual placement of letters within words
- partially correct attempts
- and 'good' confusions.

Spanish Language Hearing and Recording Sounds in Words: Administration & Scoring

I. Administration (see pp. 94-100 in *Instrumento de observación*, 1996)

Select 1 of 4 alternative sentences. Use form A for kindergartners and form B for first graders. Use an alternative form for retesting a child.

Diga:

Te voy a leer un cuento. Cuando termine de leerlo una vez, volveré a leerlo otra vez muy despacio para que tú puedas escribir las palabras del cuento. (Lea el cuento con fluidez.) Algunas de las palabras son difíciles. Dilo despacito a tí mismo y piensa de cómo las podrías escribir. Ahora, empieza a escribir las palabras.

Diga las palabras despacio, palabra por palabra. Si el estudiante tiene dificultad, diga:

Dilo despacito. ¿Cómo empezarías a escribirlo? ¿Qué sonido oyes? ¿Qué más puedes oír?

Si el estudiante no puede terminar la palabra, diga:

Vamos a dejar de escribir esta palabra. La siguiente palabra es... Apunte a donde escribir la próxima palabra si eso le ayuda al estudiante.

Para ñ y rr, se dice:

- ¿Sabes una palabra que tiene ese sonido?

Enseñando otras letras:

- ¿Qué es ésta?
- ¿Y ésta, qué es?

You may point to where to write the next word, if this helps the child. Support the child with the aforementioned comments throughout to keep the child working at the task.

II. Scoring (see p. 95)

- Use the form on p. 100 for the student to write the dictated sentence. Write the text below the child's version after the task is finished. Some examples follow:

<u>dise</u>	<u>biene</u>	<u>parce</u>	<u>trn</u>	<u>t</u>
dice	viene	parque	tren	tengo

- Score one point for each sound (phoneme) the child has analyzed and recorded that is numbered 1 to 39 on the examples (p. 97) and record the total out of 39.
- **Additions and omissions of letters produced in an unusual order**

If a letter does not have a number underneath it in the scoring standards on p. 97, then it receives no score (even if a preceding letter has been omitted). Additions do not affect scoring as long as numbered letters are included.

N o s v a m o s a s u b i r.

The *a* receives no score since it does not have a line under it.

- **Capital letters**

Capital letters are acceptable substitutions for lower case letters and vice versa.

- **Substitutions**

In general, substitute letters are acceptable if, in Spanish, the sound is sometimes recorded in that way. The following substitutions that count as correct are:

c/qu/k	<u>parce/parke</u>	<u>kasa</u>
	parque	casa

ll/y/i	<u>yega/iega</u>	<u>llo/io</u>
	llega	yo

s/c/z	<u>caza</u>	<u>ce</u>	<u>dise</u>
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	casa	se	dice
b/v	<u>biene</u>	<u>bamos</u>	
	viene	vamos	
j/g	<u>gugar</u>		
	jugar		

- **Changes in letter order**

Where the child has made a change in letter order, subtract one point for that word.

<u>ma</u>	$2 - 1 = 1$	<u>gonig</u>	$5 - 1 = 4$
am		going	

- **Reversed letters**

Reversed letters are not correct if they could represent a different letter. They are correct if they could **not** represent a different letter. Examples of reversals that are counted as correct on this task include *s, c, r, z*. Examples of reversals that are counted as incorrect are *b/d* and *p/q*.

- **Making notes on other observations**

The observer should also note any of the following during the administration:

- sequencing errors
- omission of sounds
- unusual use of space on the page
- unusual placement of letters within words
- partially correct attempts
- and 'good' confusions.

Portuguese Language Hearing and Recording Sounds in Words: Administration & Scoring

I. Administration (see pgs. 113-114 *An Observation Survey*, 2002)

Diga para a criança:

Eu vou ler uma história para você. Depois que eu acabar de ler, eu vou ler a mesma história novamente bem devagar para você poder escrever as palavras da história.

Leia a frase do teste na velocidade normal. Depois diga:

Algumas palavras são difíceis. Antes de escrever, fale as palavras para você mesmo, bem devagarzinho, para você ouvir os sons e escrever as letras que precisar.

Pode começar a escrever as palavras agora.

Comece a ditar bem devagar, palavra por palavra. Quando a criança tiver problema com uma palavra diga:

Diga a palavra bem devagar. Como você pode começar a escrever esta palavra?

Que som você ouve primeiro?

Depois acrescente:

Qual o outro som que você pode ouvir?

Se a criança não puder completar a palavra, diga:

Vamos deixar esta palavra agora. A próxima palavra é...

You may point to where to write the next word, if this helps the child. Support the child with the aforementioned comments throughout to keep the child working at the task.

II. Scoring

- Use the form on p. 118 for the student to write the dictated sentence. Write the text below the child's version after the task is finished. Some examples follow:

eli kaza patu

ele casa gato

- Score 1 point for each phoneme the child has analyzed and recorded that is numbered (1-38 or 1-39) on the examples, and record the total out of 38 or 39 on the form.

- **Additions and omissions of letters produced in an unusual order**

If a letter does not have a number underneath it in the scoring standards, then it receives no score (even if a preceding letter has been omitted). Additions do not affect scoring as long as numbered letters are included.

<u>miha</u>	3 pts.	<u>ei</u>	1 pt.	<u>eim</u>	2pts.
minha		em		em	

- **Capital letters**

Capital letters are acceptable substitutions for lower-case letters and vice versa.

- **Substitutions**

In general substitutions are acceptable if, in Portuguese, the sound is sometimes recorded that way. Consonant sounds that count as correct are those like 'k' and 'c', and 's,' 'qu' and 'k' or 'c.'

<u>komigo</u>	<u>kaza</u>	<u>dice</u>	<u>parce</u>
comigo	casa	disse	parque

Vowel substitutions that count as correct are:

<u>gatu</u>	<u>comigu</u>	<u>parqui</u>	<u>eli</u>
gato	comigo	parque	ele

porque a vogal 'o' no final de uma palavra soa como 'u', como em 'gato', e o 'e' final soa como 'i', como em 'ele'.

- **Changes in letter order.**

Where the child made a change in letter order, subtract one point for that word.

<u>mihna</u>	4 - 1 = 3	<u>me</u>	2-1=1
minha		em	

- **Reversed Letters**

Reversed letters are not correct if they could represent a different letter.

If the letter used never makes the sound(s) being recorded, the substitutions used count as errors:

<u>parque</u>	<u>comico</u>
parque	comigo

- **Special problems:**

- In Form A: Conte o ponto se for usado 'k' ou 'c' no lugar de 'qu'.
- In Form B: Só conte a palavra 'vai' uma vez.

- **Making notes on other observations**

The observer should also note any of the following during the administration:

- sequencing errors
- omission of sounds
- unusual use of space on the page
- unusual placement of letters within words
- partially correct attempts
- and 'good' confusions.